

THE WELLBEING FRAMEWORK FOR SCHOOLS



CONNECT



SUCCEED



THRIVE

WHAT IS WELLBEING?

- In broad terms, it can be described as the quality of a person's life.
 - Our subjective experience of feeling good
 - Our potential to flourish
- Five domains of wellbeing:
 1. Cognitive
 2. Emotional
 3. Social
 4. Physical
 5. Spiritual

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians 2008 Melbourne Declaration

THE CHALLENGES FOR OUR COMMUNITIES

1 IN 4

students
at risk of not
completing
school

14%

of young
Australians
have a mental
health problem

1 IN 4

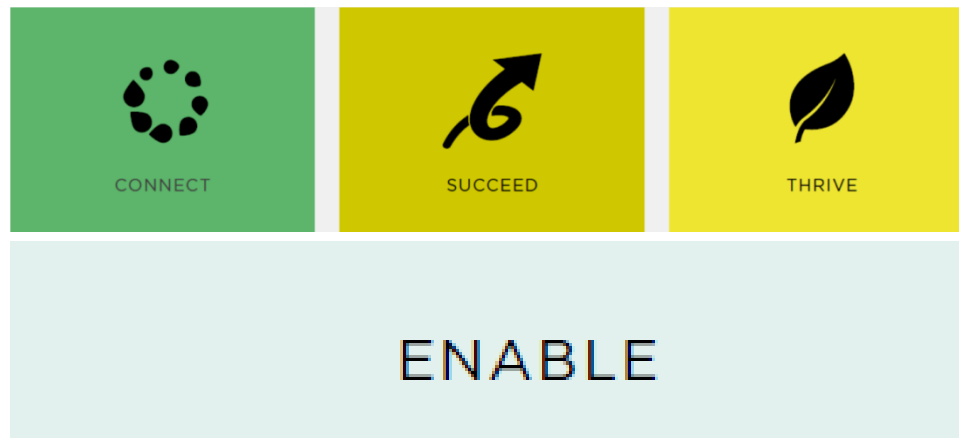
students require
personalised
support at school

Suicide is a
LEADING
cause of death in
15- to 17-year-old
NSW males



What does the Wellbeing Framework mean for schools?

- There are strong links between wellbeing and learning.
- Schools should consider teaching and learning and the development of wellbeing as parallel, integrated, complementary processes.
- All schools are required to have a planned approach to wellbeing that incorporates the elements of the Wellbeing Framework.



Key elements of the Wellbeing Framework

The Wellbeing Framework focuses on strengthening the physical, social, emotional and spiritual development of students. Key elements include:

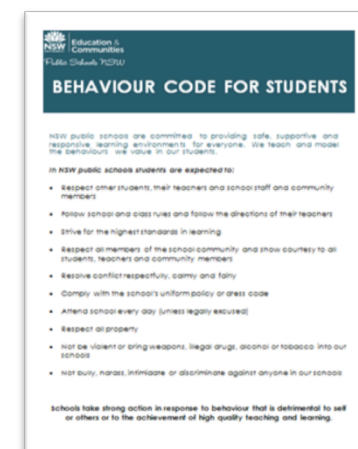
- The importance of student choice
- Highlighting achievement and how this contributes to self-esteem and confidence.
- Developing positive relationships and fostering a sense of connectedness.
- Acknowledging that enjoyment plays an important role in wellbeing.
- Developing social competence, self-esteem and resilience.
- Creating an environment where students feel safe.

Behaviour Code for Students

- Feeling physically safe and being in good physical health contributes to wellbeing. Environments that provide for safety, and support good health, optimise learning experiences.

- Respect
- Safety
- Engagement

- Positive Behaviour for Learning



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- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

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School or Departmental Policies

- Anti Bullying
- School Uniforms
- Student Participation and Leadership
- School Attendance
- Anti Racism
- Multicultural Education

School Based Practices

GROUP ACTIVITY

Which school based practices directly impact on school to work transition?

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- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Staff enable success by personalising student learning and supporting students to achieve.
- Staff enable success by contributing to a positive, supportive and encouraging learning environment.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.

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School or Departmental Policies

- Student Behaviour and Discipline
- Protecting Children and Young People (Child Protection)
- Out of Home Care
- Supporting Student with Disability
- Positive Behaviour for Learning
- Supporting EA/LD Students
- Supporting Refugee Students

School Practices

GROUP ACTIVITY

Which school based practices directly impact on school to work transition?

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- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- The school has high expectations for every student.
- Parents and the broader community support and enable the aspirations of every student.

THRIVE**School or Departmental Policies**

- Nutrition in Schools
- Sun Safety for Students
- Student Health
- Drug Education
- Road Safety Education, Driver Education and Training

School Based Practices***GROUP ACTIVITY***

Which school based practices directly impact on school to work transition?

**ENABLING
SCHOOL
ENVIRONMENT**

- Students are recognised, respected and valued.
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- The school environment is a safe and healthy place to be.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.

**ENABLING
SCHOOL
ENVIRONMENT**

WHAT DO WE DO IN SCHOOLS TO “ENABLE” STUDENTS FOR POST SCHOOL ACTIVITIES?

How is Wellbeing important to student transition?

Wellbeing can be enhanced by the work of schools. Planning for wellbeing in schools and explicitly teaching social / emotional skills can:

- Build a foundation for lifelong learning;
- Support successful relationships at home, in the community, and in the workplace; *and*
- Develop the personal values and virtues for sustainable participation in a globalized world.

Every member of staff in every school has a role in supporting the wellbeing of **ALL** students.

How can the Wellbeing Framework assist student transition?

- **School Wide Planning**

- School wide model that focuses on developing the 'whole' child.
- Link practices directly with School Excellence Framework – Learning Elements (Wellbeing).
- Create a safe learning environment. Not just the physical space, but recognition that emotional safety and development of a healthy lifestyle are keys to lifelong success.
- Focus on the importance of connectedness to community, family and the wider society.
- Develop a 'strength based' approach which builds on individual strengths, is consistent with differentiated learning and provides personalised pathways.

How can the Wellbeing Framework assist student transition?

- **Values and Vision**

- Takes into account the school based context and the needs of the young people.
- Incorporates the views and perspectives of young people throughout the different stages of development.
- Values the importance of diversity in learners and recognises the importance of shaping the character of the individual.

Further Information

- **Wellbeing for schools**
<https://www.det.nsw.edu.au/wellbeing>
- **The Wellbeing Framework for Schools**
- **Student Wellbeing**
DEC Literature Review from Centre of Education
Statistics and Evaluation

